Erina Heights Public School
Learning from Home – Stage 1

Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	1J Zoom Link	1B Zoom Link	2T Zoom Link	23L Zoom Link
Morning	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	FUN FRIDAY BINGO GRID
	Spelling	**Spelling**	**Spelling**	**Spelling**	
	Literacy activities Read aloud – Arnie the Doughnut	**Literacy activities**	**Literacy activities**	**Literacy activities**	
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	
	Manga High	**Manga High**	**Manga High**	**Manga High**	
	Lunch Break				
Optional Activities	**Fitness Activities**	**Fitness Activities**	**Fitness Activities**	**Fitness Activities**	
	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

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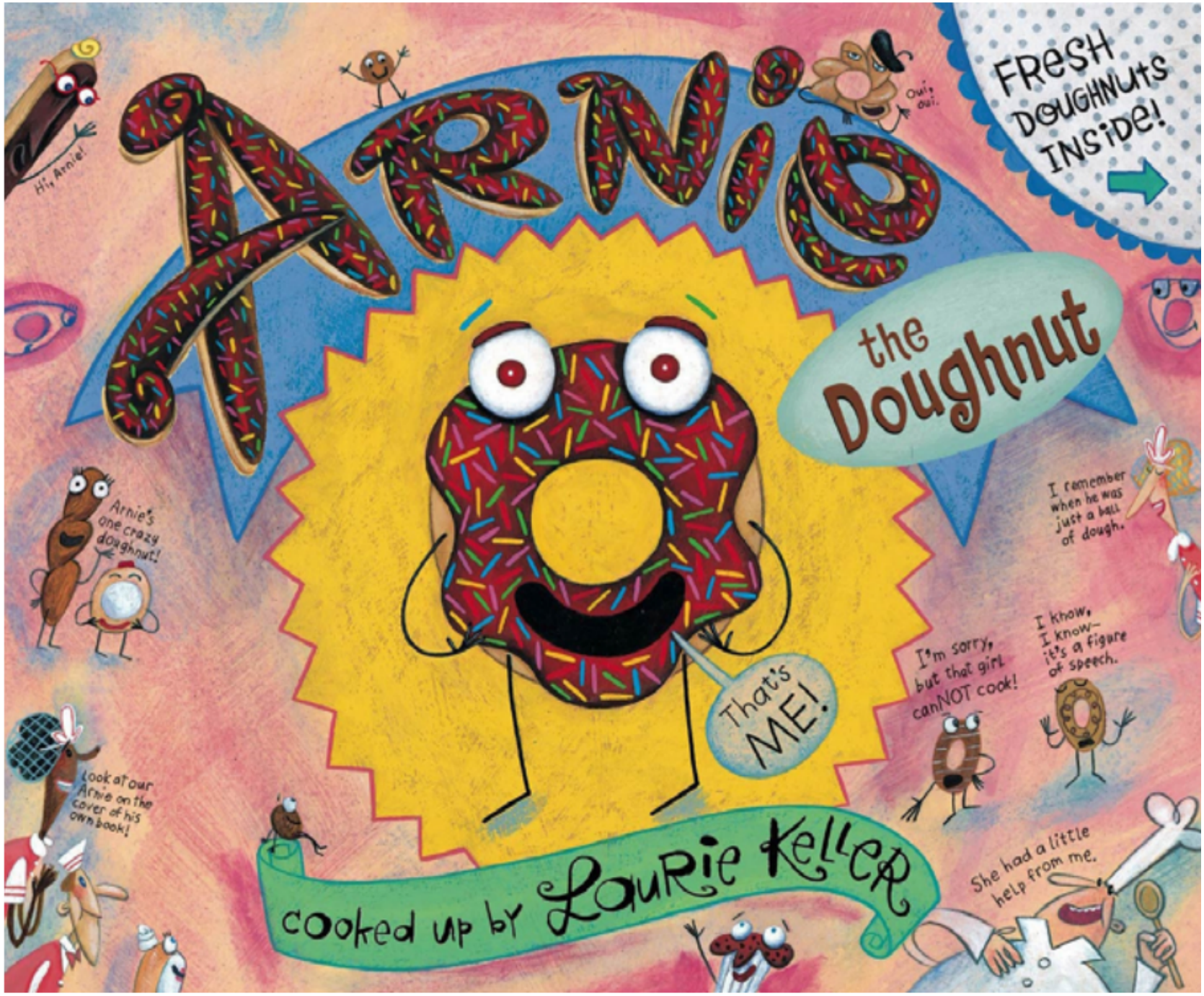
Writing Task – Term 1 Week 1 Based on the book Arnie the Doughnut 'cooked up' by Laurie Keller



Writing Task - Monday (T4 Wk 1)

Based on the front cover, who is Arnie? _____

What do you think the story will be about after reading all the little captions on the front cover?

_____

_____

Listen to the read aloud of the story https://www.youtube.com/watch?v=6E67n1vZZjQ and answer the following questions.

1. Was the story about what you predicted? How? / Why not? _____

_____

2. Imagine your favourite food could talk to you. What is your favourite food and what do you think it would say to you?

_____

_____

3. Do the other doughnuts feel the same way as Arnie about being eaten? Use details from the story to support your response?

_____

_____

Writing Task - Tuesday (T4 Wk 1) Complete the story map about ‘Arnie the doughnut’

Name _____

Story Map

Setting

Characters

Beginning

Middle

End

Writing Task –

Wednesday (T4 Wk 1)

Directions:
In the book ***Arnie the Doughnut,*** the story is told by doughnut named Arnie. The author used personification when she created Arnie because Arnie thinks and behaves like a person. Now it's your turn to play with **personification.**

What is your favorite food?

_____

If your food had a name, it would be:

_____

Is your food a boy or a girl?

_____

How old is your food?

_____

Where does your food live?

_____

What is your food afraid of?

_____

What makes your food happy?

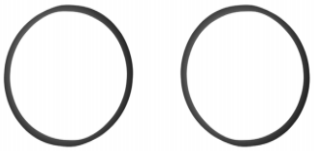
_____

Personification is a literary device. It is used when the author writes about an animal or an object that thinks and behaves like a person.

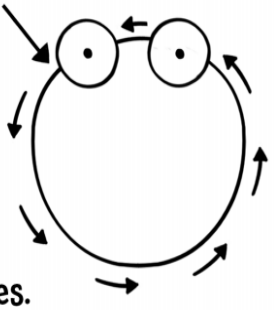
Now use these ideas to write a short story about your food's most incredible adventure.

How to draw ARNIE the DOUGHNUT

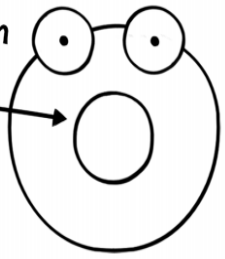
1. Draw his eyes— two circles with dots in the middle.



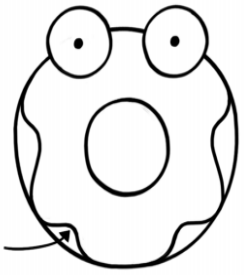
2. Draw a big circle starting on the SIDE of one eye and bring it down and around to the SIDE of his other eye. Then connect it between his eyes.



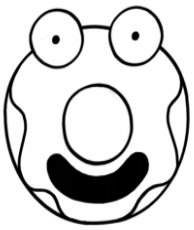
3. Add a smaller circle in the middle for the doughnut hole.



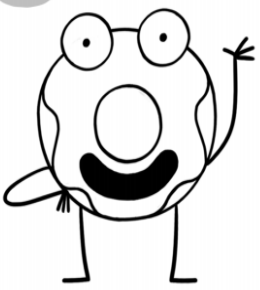
4. Draw a squiggly FROSTING line all around the inside of the big circle.



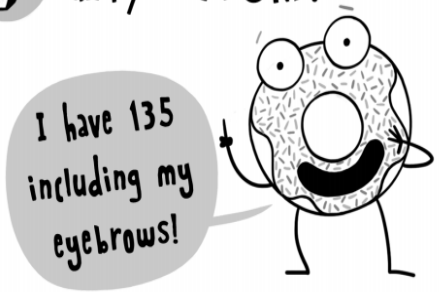
5. Add a big, open smile.



6. Draw arms and legs.



7. Cover him with sprinkles and you're **DONE!**



Extension Writing Task - Monday Term 4 Week 1

Waking the Giant

Read the story starter . . .

The ground began to shake. Birds sprang from the branches of trees in a state of panic as the huge figure crawled out of the earth.
First it was an elbow…Then a head…Then a colossal, moss-covered, stone face …
An almighty bellow erupted from the giant's enormous mouth, shaking the windows of the house. He dragged his immense torso out of the ground, then his feet (which were the size of double-decker buses) and stood up to his full height.
Menacingly, he turned and stomped towards the house, a look of hunger in his bulging eyes…

Now continue the story . . .

_____

_____

_____

_____

Extension Writing Task - Tuesday Term 4 Week 1

The Road Ahead

Read the story starter

It had been a normal journey so far, but things were about to change.
For miles and miles, the only sound that filled Jake's ears had been the comforting hum of the car engine as they drove along the highway. So comforting in fact that he had dozed off, only to be awoken by the sudden jolt as his dad slammed the brakes on the car.
Jake could not believe his eyes...

Question time

- What does it mean by 'Jake could not believe his eyes'? _____

_____

- Where do you think Jake and his dad were going? _____

_____

- What might have caused the road to behave in this way? Was it alive? _____

_____

- What do you think Jake and his dad should do next? _____

_____

- Why was there nobody else on the road? _____

_____

- Where do you think the road leads? _____

_____

Extension Writing Task - Wednesday Term 4 Week 1

Skydive

Read the story starter

"I truly have the best job in the world." said Sam to himself as he gripped the leg of one of his fellow skydivers while gazing at the incredible view beneath him. Every day, while his friends dressed in suits to attend meetings, Sam led group skydiving sessions over the city of Dubai.

That morning, Sam seemed more aware than usual of the sights as he soared. The trunk of the Palm Jumeirah lay majestically beneath them, hosting what looked like a million matchbox houses. Sam knew that in fact the buildings were more like mansions than matchboxes but they looked miniscule from his aerial view.

As they floated peacefully through the air, Sam noticed something unusual, just at the foot of the Palm's trunk. His eyes widened as it came into view…

Now continue the story . . .

_____

_____

_____

_____

Extension Writing Task – Thursday Term 4 Week 1

Greedy

Question time

What do you think the rat is thinking? _____

_____

What has the rat been collecting? _____

_____

- If you saw the rat, what would you do? _____

_____

- What is the best way for the rat to carry the fruit back to his home? _____

_____

- If the rat had a son and a daughter, do you think he should let them go with him when he is gathering food?

_____

_____

Two-Dimensional Shapes

Supervisor Information

Materials you will need:

- pop sticks
- scissors
- glue
- **Lesson 1: Resource Sheet 1**

In this lesson the student will be learning to:

- describe and draw two-dimensional shapes;
- recognise that the name of a two-dimensional shape is determined by its number of sides and vertices.

Background Information

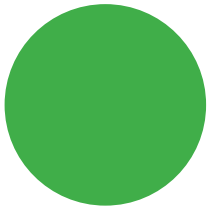
The student will be revising their knowledge of the features and names of different two-dimensional shapes.

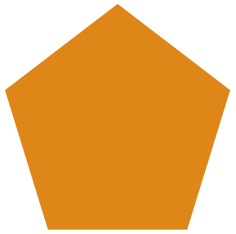
Triangles have 3 sides and 3 vertices.
Quadrilaterals have 4 sides and 4 vertices.
Pentagons have 5 sides and 5 vertices.
Hexagons have 6 sides and 6 vertices.
Octagons have 8 sides and 8 vertices.

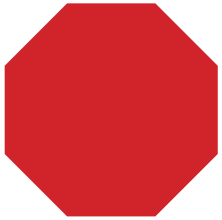
Assist the student to cut out the shapes from **Lesson 1: Resource Sheet 1** prior to beginning the lesson.

Supervisor Working with Student

The term 2D shape is short for two-dimensional shape. 2D shapes are flat. Look at the 2D shapes below. Point to each shape and count the number of sides. Draw a line to match the shape with its correct name.

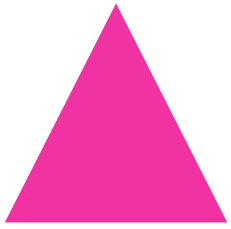


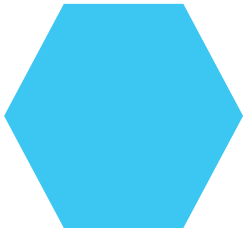


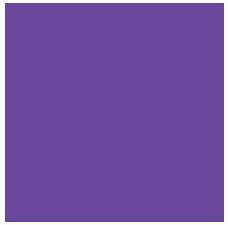


circle triangle square pentagon

hexagon rectangle octagon

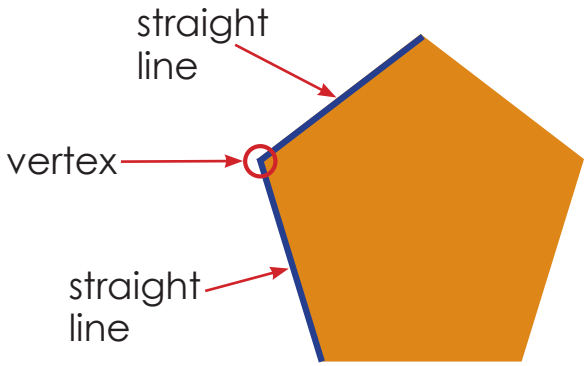






The name of a 2D shape is determined by the number of sides and vertices it has. On a shape, a vertex is the point where two straight lines meet. If there is more than one vertex, we use the word vertices.

Use your pop sticks to create the following 2D shapes. Write the number of sides and vertices for each shape. Draw a picture of the 2D shape that you created. Trace the sides using a red pencil. Circle the vertices using a green pencil.



hexagon

Number of sides

Number of vertices

triangle

Number of sides

Number of vertices

square

Number of sides

Number of vertices

pentagon

Number of sides

Number of vertices

octagon

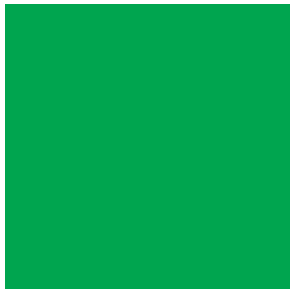
Number of sides

Number of vertices

Quadrilateral is the name given to all 2D shapes with 4 sides and 4 vertices. Any 2D shape with 4 sides is a quadrilateral.

What are the names of two 2D shapes that are quadrilaterals? (square and rectangle) **Squares and rectangles are special quadrilaterals.**

Write the correct name for the quadrilaterals below.

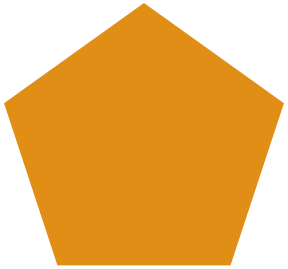


_____ _____

What are some features that a square and a rectangle have that are the same? (4 sides)

What are some features that a square and a rectangle have that are different? (squares have 4 sides the same length. Rectangles have 2 pairs of sides the same length)

Look at this 2D shape.

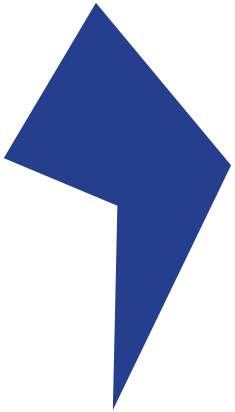


How many sides does it have? (5)

How many vertices does it have? (5)

What is the name of this shape? (pentagon)

Look at this 2D shape.



How many sides does it have? (5)

How many vertices does it have? (5)

If this shape has 5 sides and 5 vertices, what is its name? (pentagon)

A 2D shape is named by the number of sides and vertices it has.

Draw your own pentagon below that looks different to the ones on this page.

Place the 2D shapes from **Lesson 1: Resource Sheet 1** in front of the student.
Look at these shapes. Count the number of sides and vertices on each 2D shape. Choose where each cut out shape belongs and paste it under the correct heading.

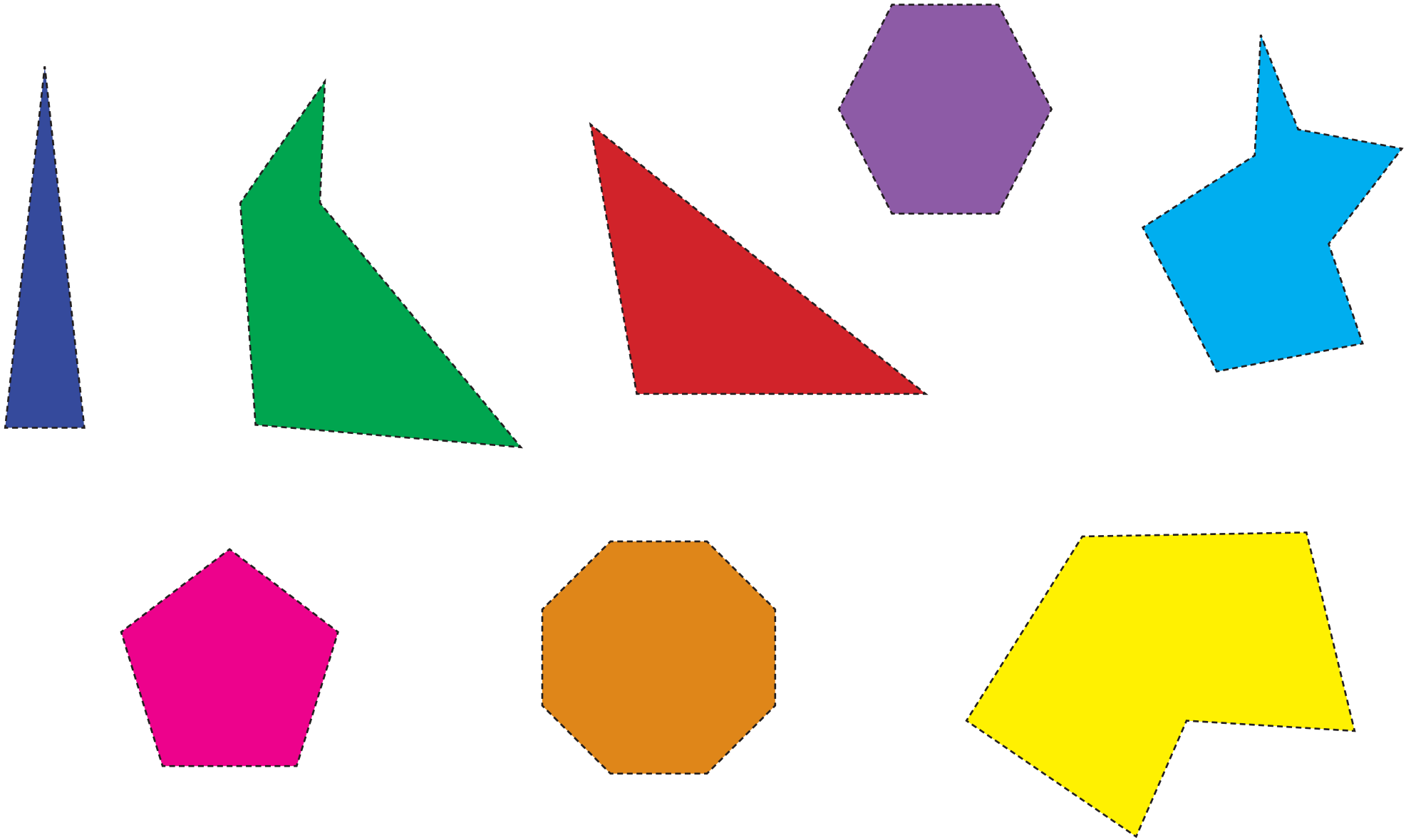
triangle

octagon

pentagon

hexagon

Lesson 1: Resource Sheet 1



Exploring Two-Dimensional Shapes

Supervisor Information

Materials you will need:

- geoboard
- elastic bands
- attribute block set

In this lesson the student will be learning to:

- make representations of two-dimensional shapes with concrete objects;
- combine shapes to create other shapes;
- recognise that the name of a shape does not change if its size or orientation is changed.

Background Information

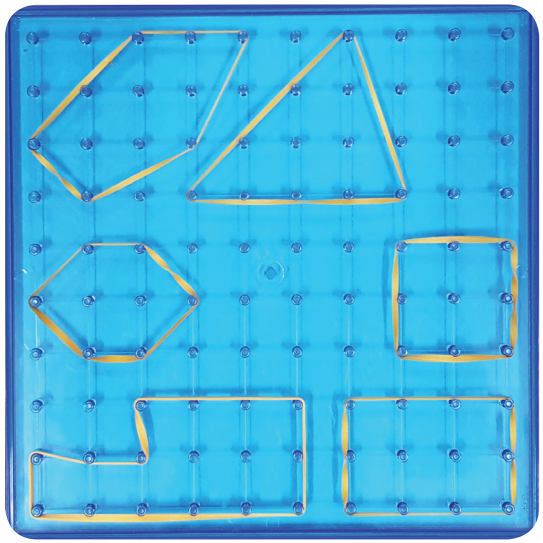
The student needs to recognise that shapes can be presented in different orientations. They need to develop an understanding that changing the orientation of a shape does not change its features or its name. The student should have experience identifying both regular and irregular shapes, although it is not expected that the student will understand or distinguish between regular and irregular shapes in Stage 1. Regular shapes have all sides and all angles equal. Irregular shapes have all sides and all angles not equal.

Supervisor Working with Student

Look at the 2D shapes created by stretching elastic bands around the pegs of a geoboard.

How many sides and vertices does each shape have?

Use your geoboard and elastic bands to make the 2D shapes shown here.



Look at this geoboard.

Point to the larger square. **What shape is this?** (a square)

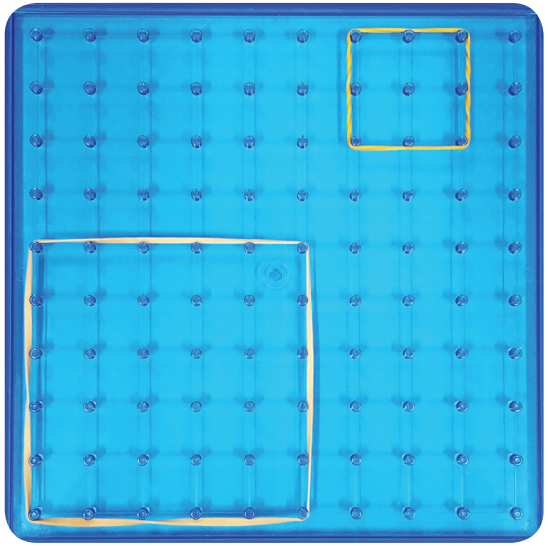
Point to the smaller square. **What shape is this?** (a square)

What is the same about the two squares?

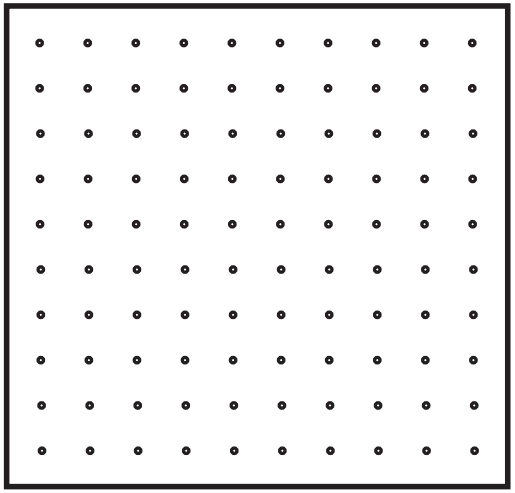
What is different about the two squares? (they are different sizes)

Use your geoboard and elastic bands to create two squares that are different in size to each other.

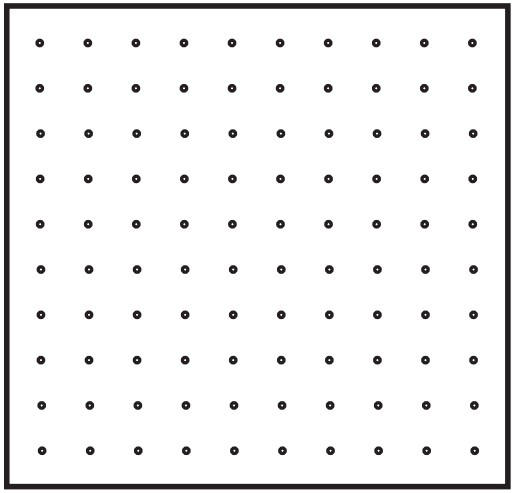
If we change the size of a 2D shape, the name does not change. The squares on the geoboard are different sizes but are both still squares.



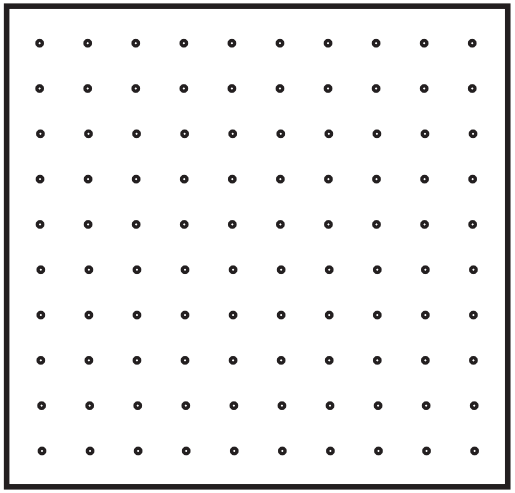
Use your geoboard and elastic bands and explore how many different 2D shapes you can create with the same number of sides. Draw one of your shapes on the geoboards below.



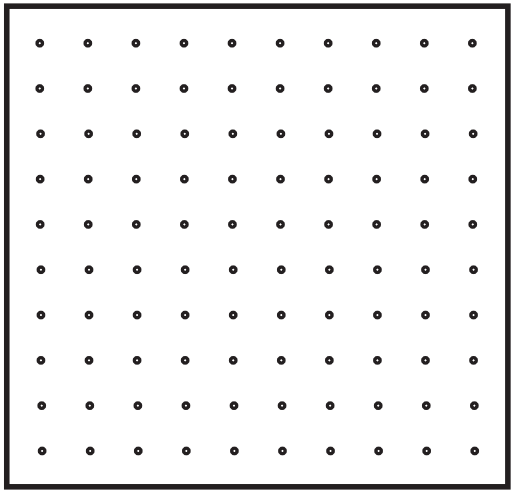
triangle



quadrilateral

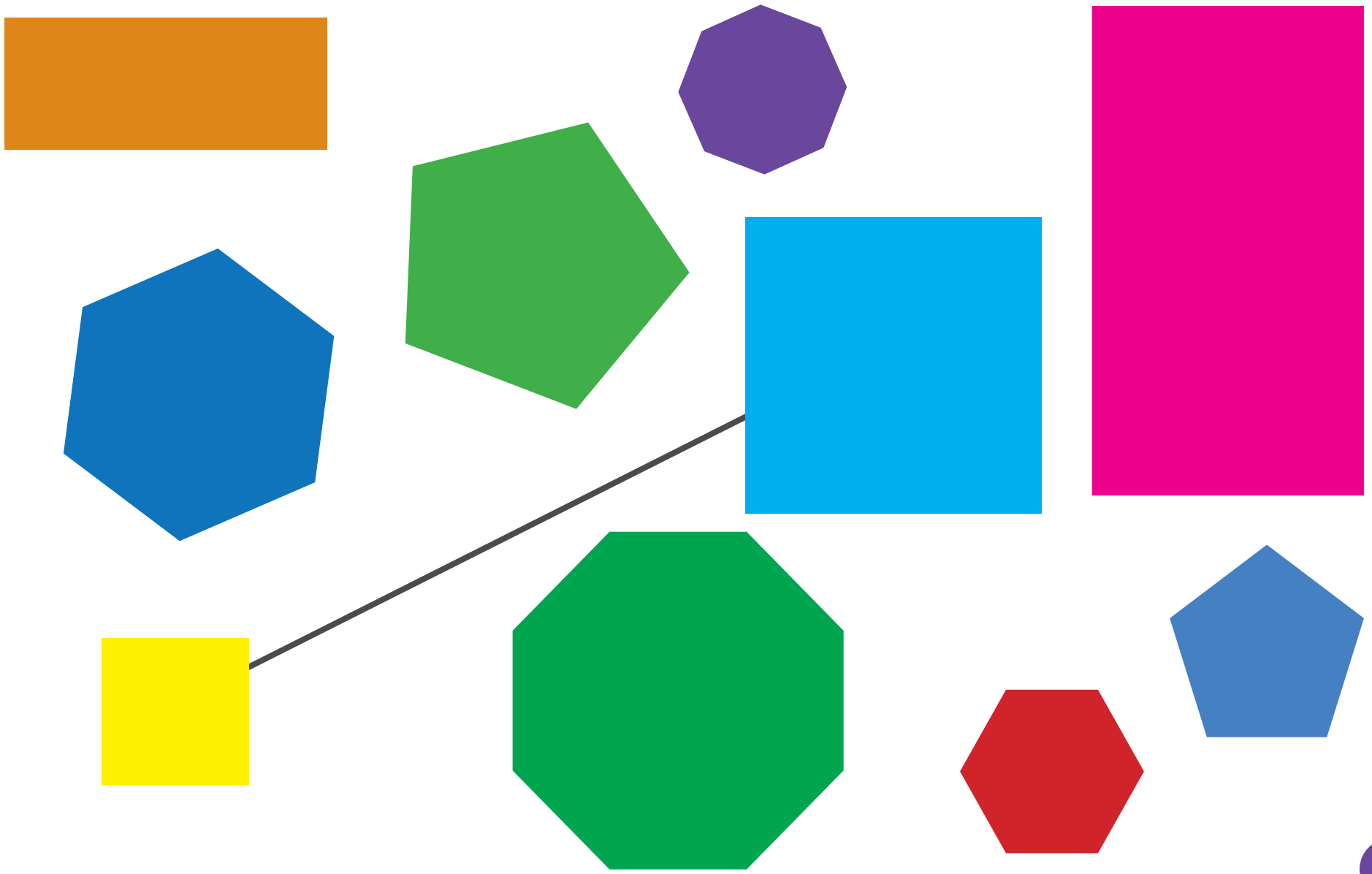


pentagon



hexagon

A 2D shape will still have the same name even if it is a different size, colour or in a different position. Draw a line to match the shapes.



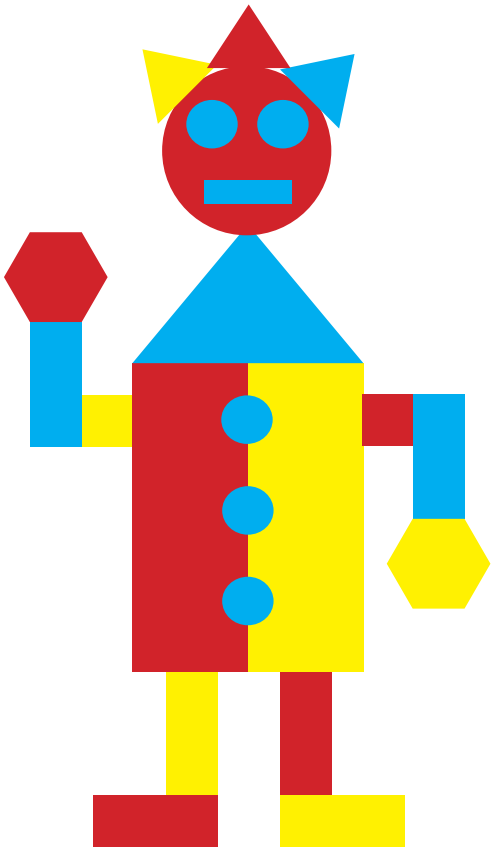
Place the attribute block set in front of the student. Remove both the large and small triangles, squares and rectangles from the box. Move the box with the remaining shapes away from the student. **Using the triangles, squares and rectangles, you are going to explore and create different 2D shapes.**

Choose the small red and yellow rectangles from the 2D shapes. **Look what I can do with these two small rectangles. I can move the rectangles together like this.** Move the rectangles together so that they look like the image to the left. **What shape have I made using these two rectangles?** (a square) **I have made a square by putting two rectangles together. What new shapes can you create using different combinations and arrangements of the shapes from your attribute block set? Draw some of your new shapes in the spaces below. Be sure to try the combination of six triangles.**

Let's Get Creative

Use the 2D shapes from your attribute block set to create a robot or other design picture of your choice. Share an image of your picture on the page. On the next page, write the number of each shape you used in your design.

My Design



My design contained:

_____ circles

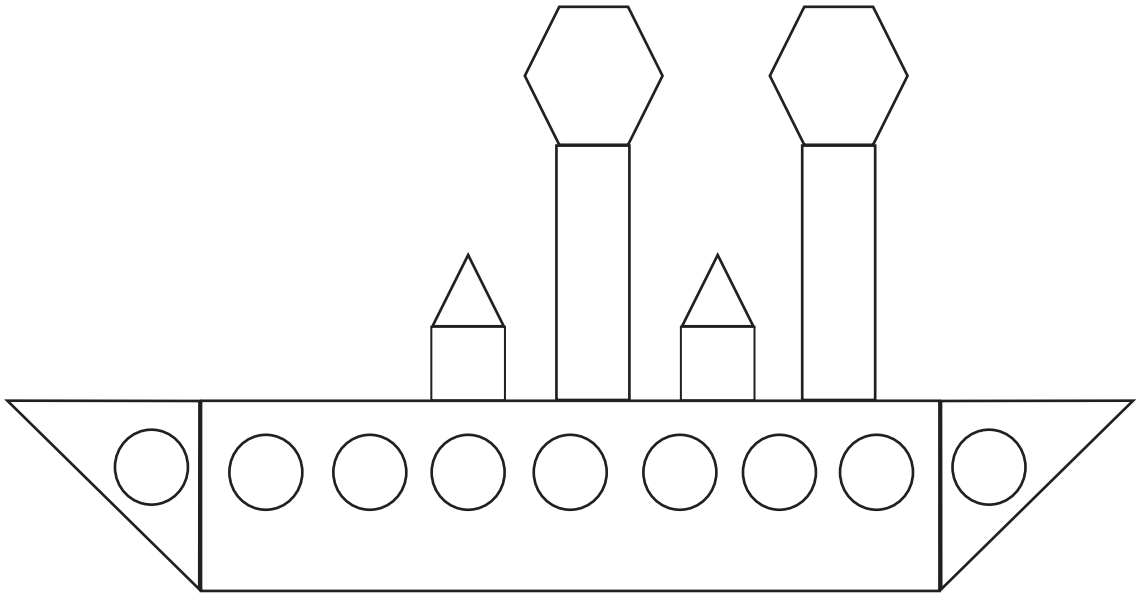
_____ squares

_____ triangles

_____ rectangles

_____ hexagons

Look at the picture below which has been created by using a combination of 2D shapes.



Answer the following questions about the picture on the left.

How many squares? (2)

How many hexagons? (2)

How many triangles? (4)

How many rectangles? (3)

How many circles? (9)

Which shape has been used the most? (circles)

Slides and Flips

Supervisor Information

Materials you will need:

- attribute block set
- scissors
- glue
- **Lesson 3: Resource Sheet 1**

In this lesson the student will be learning to:

- identify a one-step slide or flip of a single shape and use the terms ‘slide’ and ‘flip’ to describe the movement of the shape;
- perform a one-step slide or flip with a single shape and describe the result.

Background Information

The student will explore how the position of a 2D shape can be changed by performing a one-step slide or flip, yet the features of the shape do not change.

A one-step slide is the movement of a shape left, right, up or down.

A one-step flip can be made by turning over, or flipping, a shape either vertically or horizontally. The student does not need to use the terms vertically or horizontally to describe a flip. They can describe the movement of a shape as a flip left, right, up or down. A one-step flip is often referred to as being a mirror image, because when the shape or image is flipped it is like looking at a reflection in a mirror.

Assist the student to cut out the shapes from **Lesson 3: Resource Sheet 1** prior to beginning the lesson.

Supervisor Working with Student

One-Step Slide

Flips and slides are ways in which 2D shapes can be represented.

Place the attribute block set in front of the student.

In this lesson we are going to look at using 2D shapes to show one-step slides and flips.

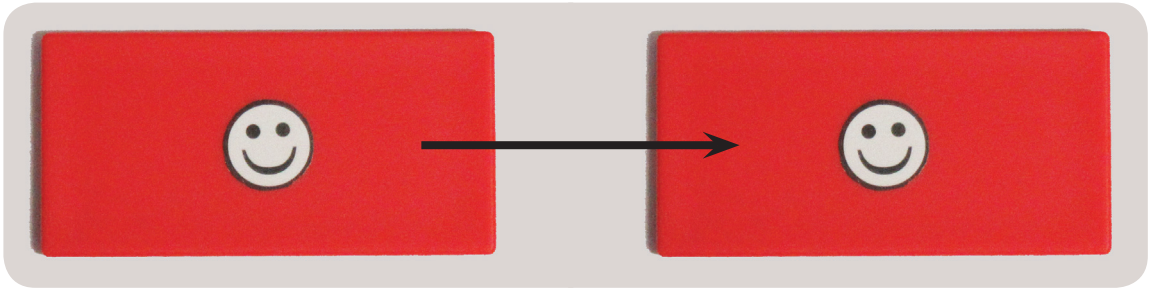
What do you think 'slide' means? Allow the student time to tell you what they think slide might mean.
A one-step slide is where the shape is moved once, or one step in a direction: left, right, up or down.

Choose a circle from the attribute block set.
Let me show you what a one-step slide looks like with this circle.

First I place the circle on the table. Then with my finger I carefully move, or slide the circle once from its original position to a new position.

This is called a one-step slide, as the circle has only been moved once.
Choose the direction that you have moved the circle when reading the following sentence: **The circle has been moved one-step (up/down) / to the (right/left).**

Look at the image below showing how to make a one-step slide to the right.



This is a one-step slide to the right. It is called a one-step slide because the rectangle has only been moved one-step, or once, to its new position.

You are now going to use other shapes from your attribute block set to make one-step slides in different directions.

Use a square and show me how you would make a one-step slide to the right.

Now use a rectangle and show me a one-step slide to the left.

Choose a triangle and show me a one-step slide up.

Choose a circle and show me a one-step side down.

Do any of the shapes you used change shape or size in any way? (no)
When you perform a one-step slide with a 2D shape, the shape does not change its shape or size, only its position.

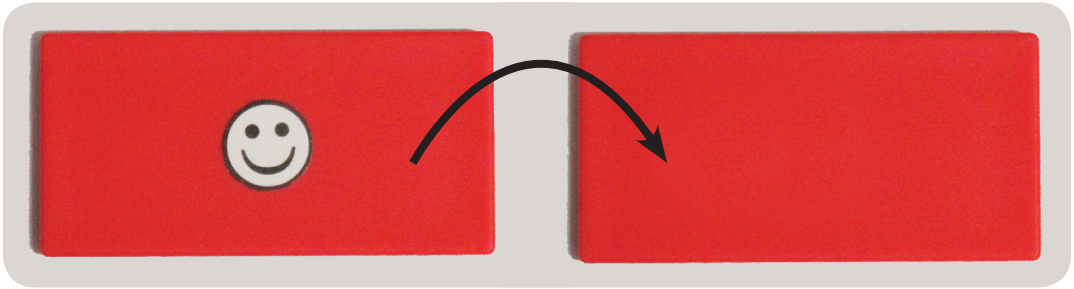
Finish the following sentence describing the result of a one-step slide of a shape.
When I perform a one-step slide, the shape _____ (the student should say that the shape stays the same)

One-Step Flip

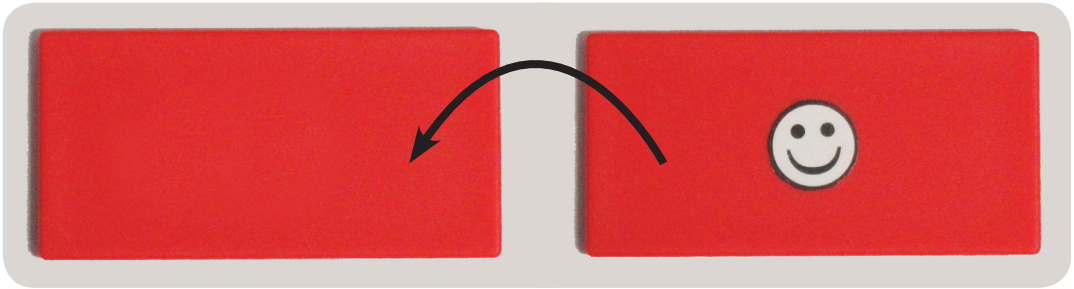
A shape can also have a one-step flip performed with it.

What do you think 'flip' means? Allow the student time to tell you what they think flip might mean.
A one-step flip of a 2D shape can be made by turning over, or flipping the shape once, either to the left, right, up or down.

Look at the image below. This rectangle has had a one-step flip right performed. What do you notice? (the shape looks the same but has been turned over; the smiley face has disappeared)



This is a one-step flip to the right. It is called a one-step flip because the rectangle has only been flipped one-step, or once, to its new position.



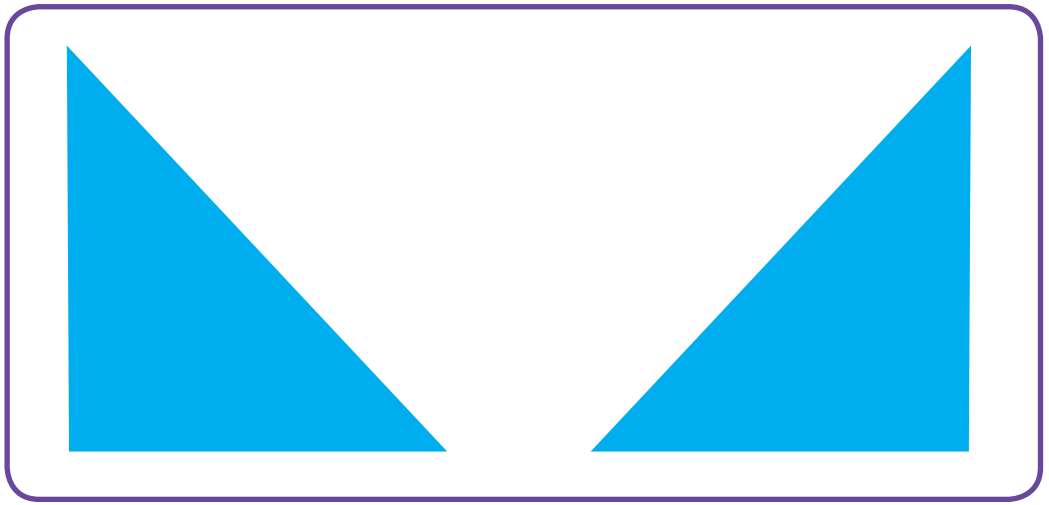
This is a one-step flip to the left.

Let me show you how to flip a 2D shape using this rectangle. Use a rectangle from the attribute block set to show the student how to flip the rectangle over once so that the back of the rectangle is now showing. If the student is having difficulty understanding that the rectangle has been flipped, attach a sticker on one side of the rectangle (like in the images above) and then flip the rectangle over again.

Now choose another shape from your attribute block set and show me how you can perform a one-step flip to the left, up and down.

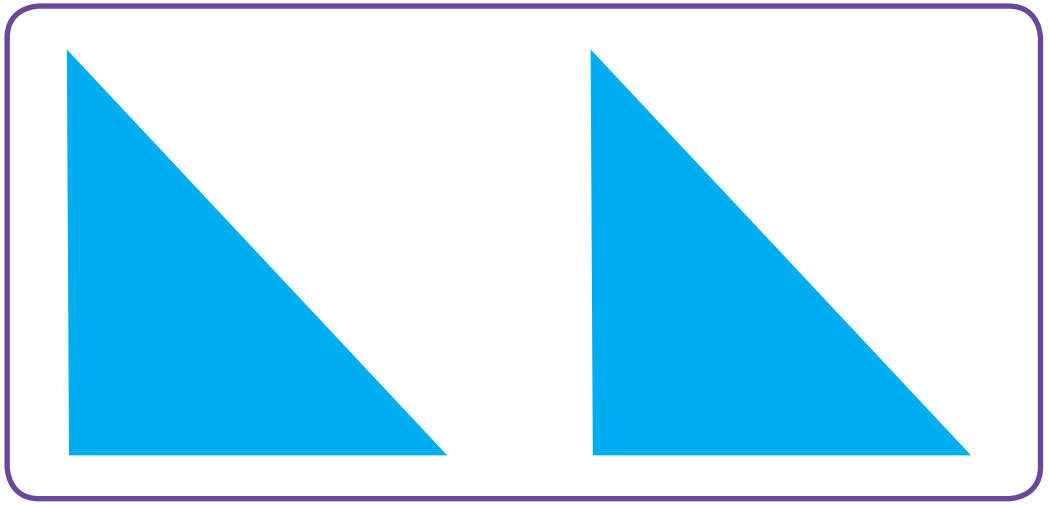
Use the 2D shapes from your attribute block set and explore making one-step flips left, right, up and down. In the space provided below, trace an example of the flips you made with one of the shapes. Trace the original shape in the middle of the space below. Then around the original shape trace the one-step flips performed.

Pip is not sure what the difference is between a one-step slide and a one-step flip. Look at the two examples below and explain to your supervisor which one is a flip and which one is a slide. Circle the correct answer.



one-step slide

one-step flip

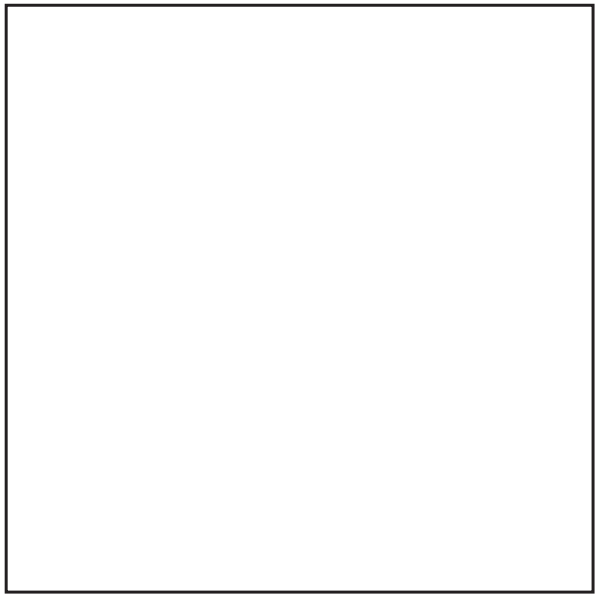


one-step slide

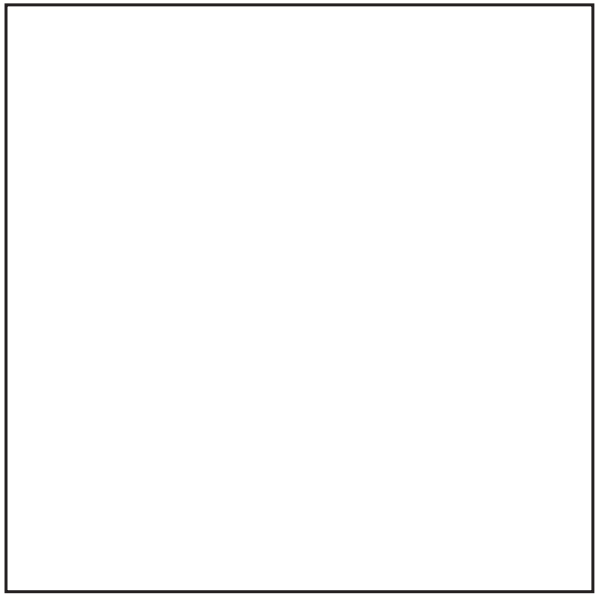
one-step flip

Select a hexagon from your attribute block set to complete the following activity.

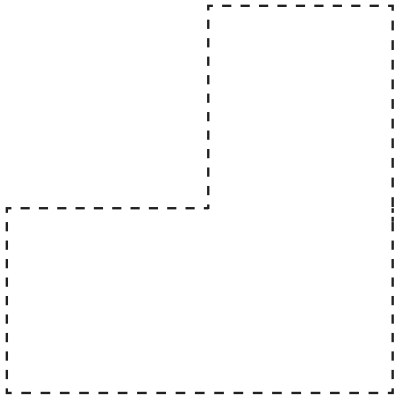
Trace the hexagon in the black box. Perform a one-step slide up with the hexagon. Trace the new position.



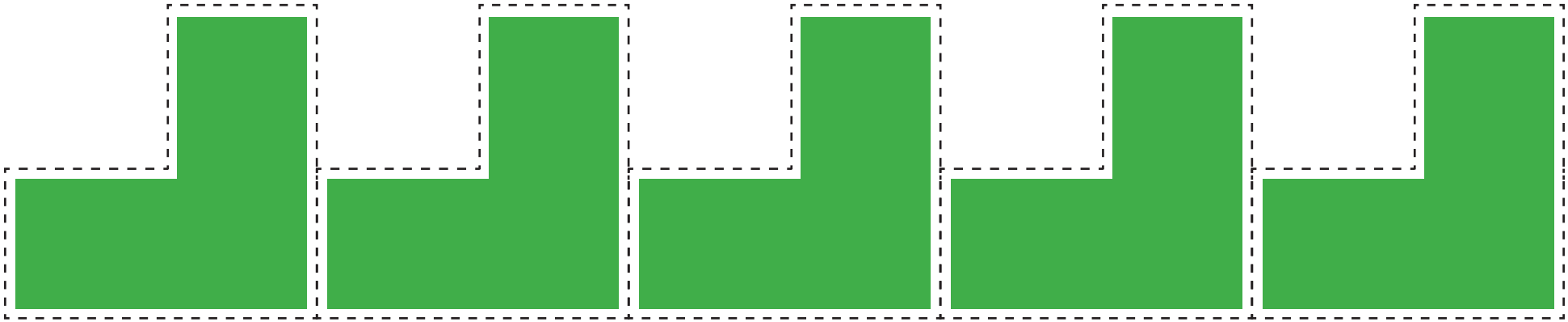
Trace the hexagon in the black box. Perform a one-step flip down with the hexagon. Trace the new position.

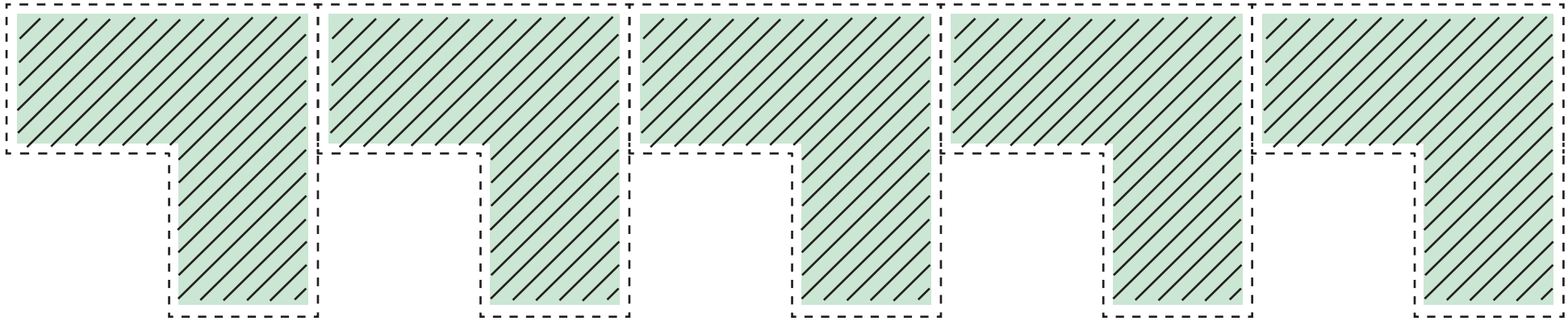


Place each of the shapes from **Lesson 3: Resource Sheet 1** in front of the student. **You are going to use these shapes to perform one-step flips left, right, up and down. First, glue one of the shapes into the dotted outline below. Now use one of the shapes to perform a one-step flip left from the original shape and glue it on the page. Use the remaining shapes to perform one-step flips right, up and down. Once each flip has been performed, glue the shape on the page. After each flip, describe how you made it.**



Lesson 3: Resource Sheet 1





Supervisor Information

Materials you will need:

- coloured paint
- 3 square sheets of paper
- scissors
- **Lesson 4: Resource Sheet 1**, **2** and **3**
- small handheld mirror
- attribute block set
- egg timer/stopwatch

In this lesson the student will be learning to:

- make designs with line symmetry using paper-folding, pattern blocks, drawings and paintings;
- recognise the connection between line symmetry and performing a flip.

Background Information

The student will recognise that a shape is said to have symmetry if matching parts are produced when it is folded along a line. Each part represents the 'mirror image' of the other.

The activity which involves the student creating a symmetrical artwork using paint is an opportunity for the student to explore mathematics in other learning areas.

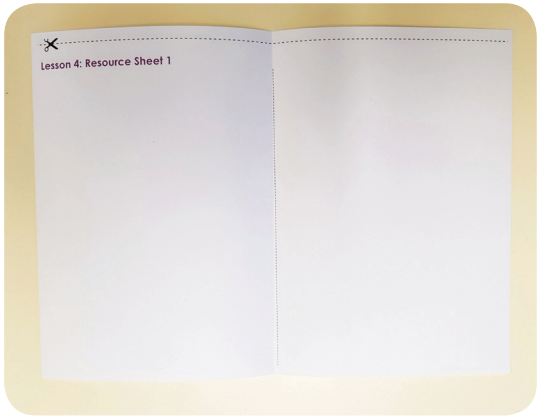
A small handheld mirror will be used to test if 2D shapes have symmetry. If a small handheld mirror is not available, the screen of a tablet or smartphone can be used instead.

Assist the student to cut out **Lesson 4: Resource Sheet 1**, **2** and **3** prior to beginning the lesson.

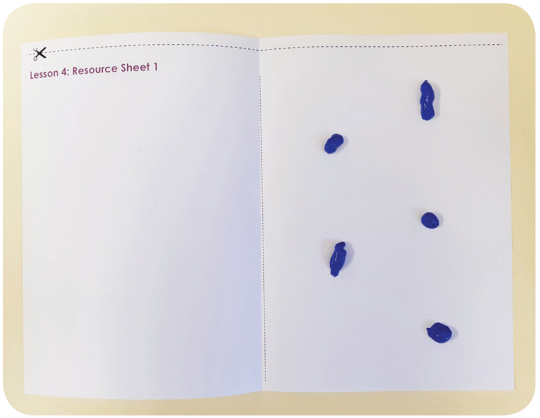
Supervisor Working with Student

Spread newspaper or plastic cloth over the work area to avoid paint damaging any furniture.

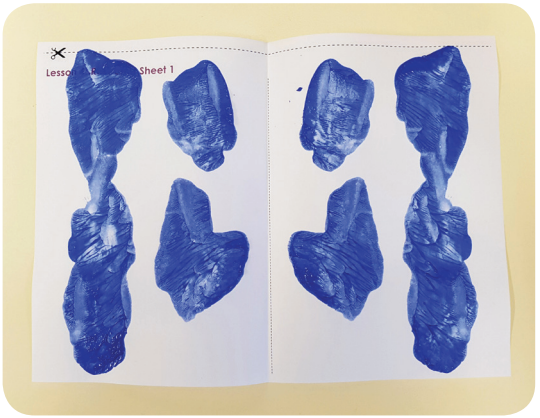
Step 1:
Fold Lesson 4: Resource Sheet 1 in half along the dotted line and open it back out. You should now have created two equal halves with a fold line down the centre.



Step 2:
Squeeze small blobs of different coloured paints onto one half of the paper, taking care to not use too much paint or it will leak out from the edges of the page.



Step 3:
Fold over on the dotted line and press down. Carefully open the paper to reveal your design.



What do you notice about each side of your design? (same design on both sides of the fold line)

This design has symmetry. The fold line has made two halves. One half of your design is a mirror image of the other half.

Give the student a square piece of paper.

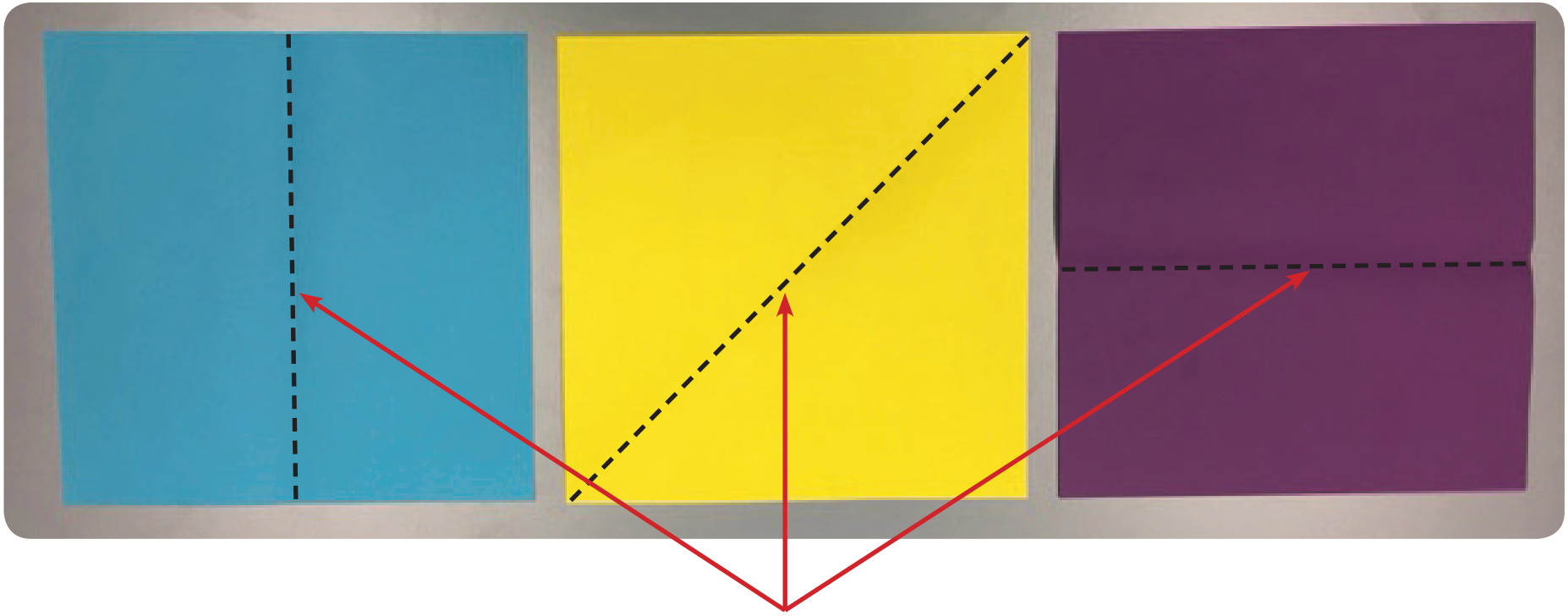
Show me how you would fold the piece of paper in half so that both sides are the same size.

What do you notice about the piece of paper once it has been folded in half?

Open the piece of paper. Point to the fold line.

What shapes have been created either side of the fold line? (rectangles or triangles depending on fold)

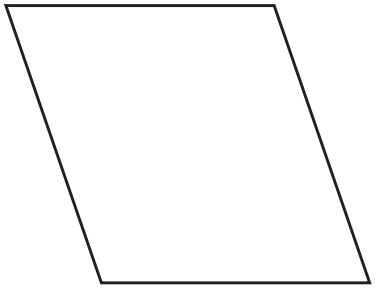
Ask the student to fold a second and a third piece of paper in half a different way so that in the end they have done three folds; a fold vertically, horizontally and from corner to corner. Follow the questions as above for each fold.

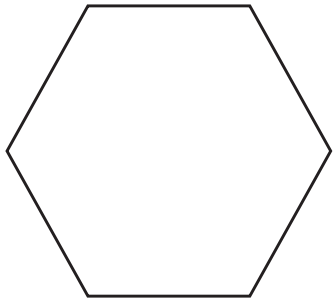


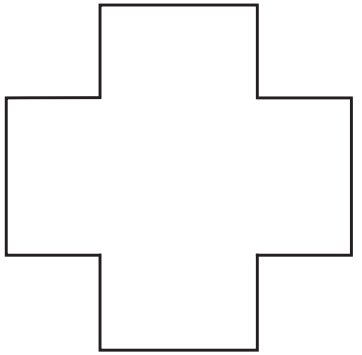
Some shapes will have more than one line of symmetry as the square piece of paper did that you folded on the previous page.

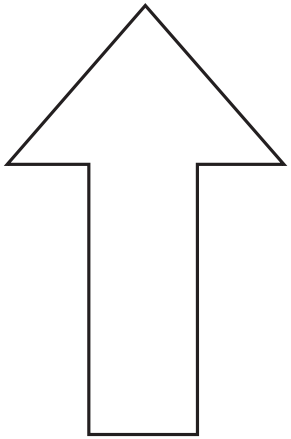
Place the shapes cut from **Lesson 4: Resource Sheet 2** in front of the student. **Fold each shape in half as many ways as you can. Remember to open the piece of paper to its original shape between each fold.**

Write on the line next to each shape how many times you could fold the shape to show symmetry. Some shapes will only be able to be folded once, where other shapes will be able to be folded more than once.



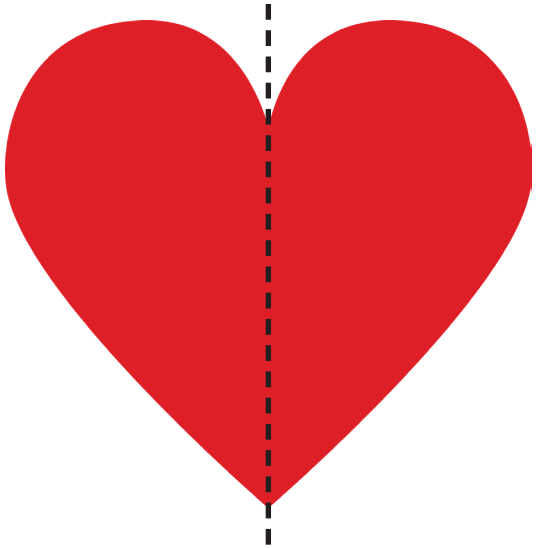




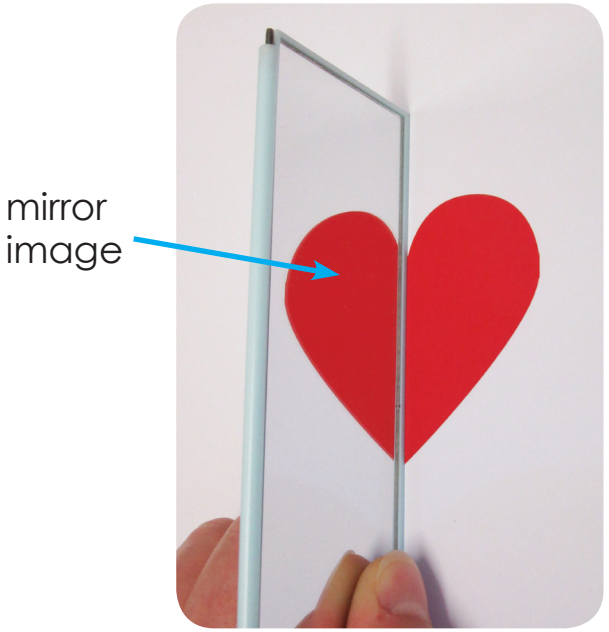


Place the heart cut from **Lesson 4: Resource Sheet 3** in front of the student. **Look at this heart. I want you to fold this shape to show it has symmetry.** Allow time for the student to fold the heart to show symmetry.

Cutting out and folding a shape is one way you can find out if a shape has symmetry. Another way to find out if a shape has symmetry without cutting it out and folding it is to use a handheld mirror.
The first image below shows the heart with the folded symmetry line. Point to the dotted line. **This is what you have just done when you folded the cut-out heart. The second image shows the mirror being placed along the symmetry line. The mirror image of one half of the heart is being seen. If the reflection in the mirror is exactly the same as the other half of the shape hidden behind the mirror, then the shape has symmetry. If the shape behind the mirror is different to the reflection, the shape does not have symmetry.**



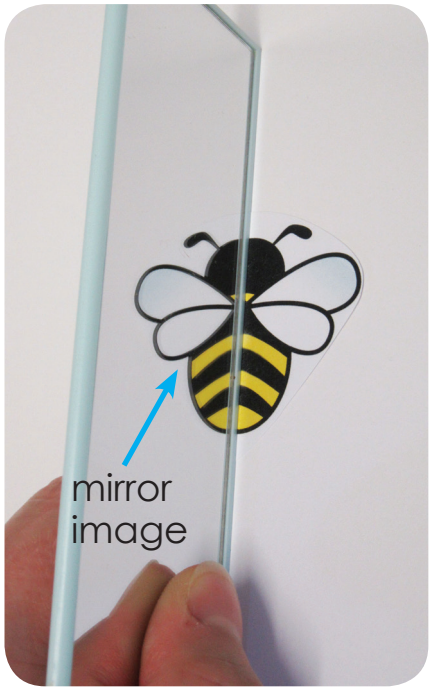
This shape has symmetry when folded.



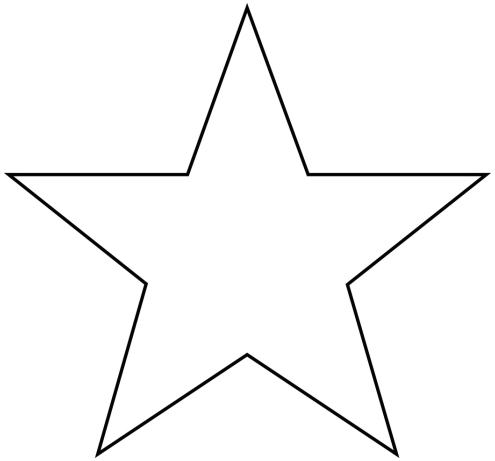
This shape has symmetry. One half of the shape is a mirror image of the other half.

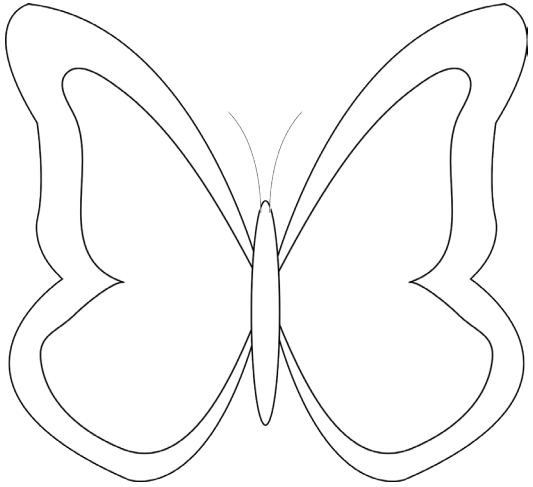
To find the mirror image of a shape you need to use a small handheld mirror. Place the mirror along the middle of the shape. Make sure you hold the mirror so that it is standing straight *(at right angles to the paper)* **and that you are using the longest part of the mirror. Look at the reflected shape in the mirror and then look at the rest of the shape behind the mirror to find out if a 2D shape has symmetry.**

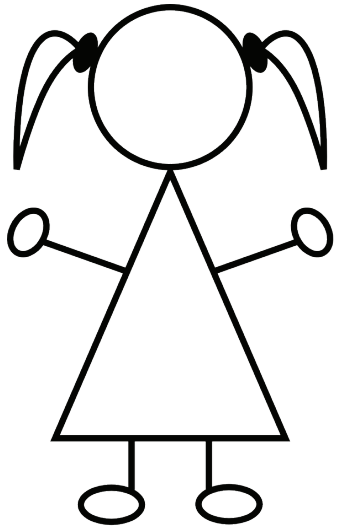
Look at the following pictures. Use a small mirror to check if each shape has symmetry. The first one has been done for you.



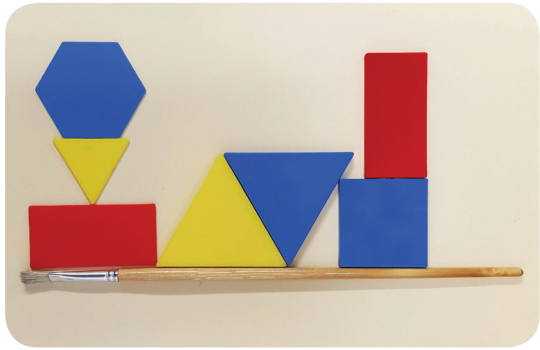
The other half of the bee is reflected in the mirror. The reflection is an exact copy of the other half of the bee that is behind the mirror.







The Symmetry Game (optional)



You will need:

- attribute block set
- egg timer/stop watch

Create a line of symmetry between the two players using an item like a ruler or a paintbrush as the barrier.

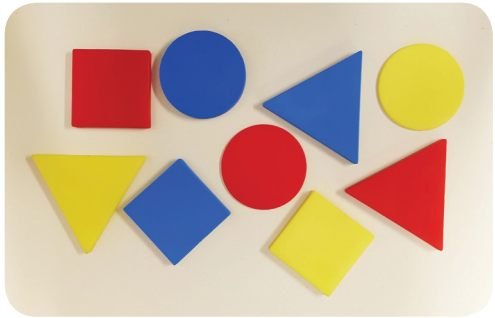
Player 1 is to create a design while player 2 turns around.

Player 2 is to create the same design as a mirror image along the line of symmetry. Turn the egg timer or set the stop watch for 1 minute as the time limit in which to complete creating the mirror image.

Player 2 scores 1 point if they are correct and complete the design within the time limit.

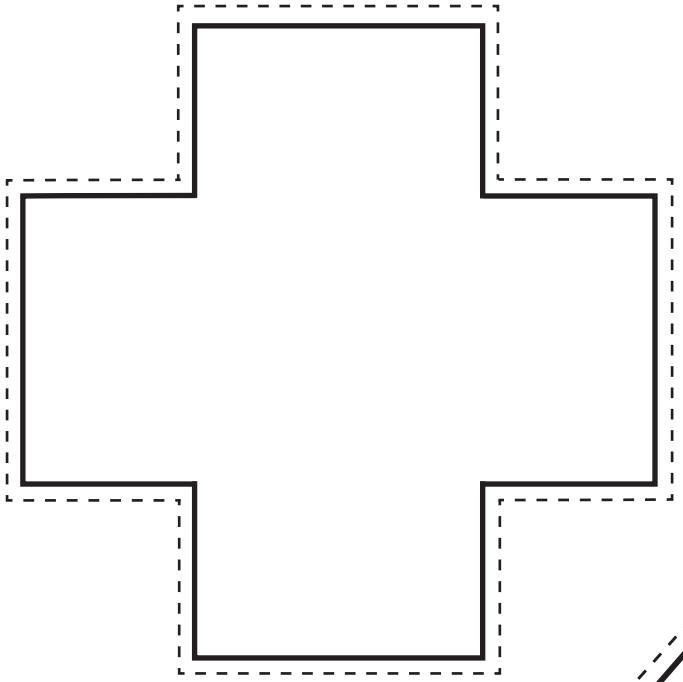
Player 2 now creates a new design and player 1 has to copy the design.

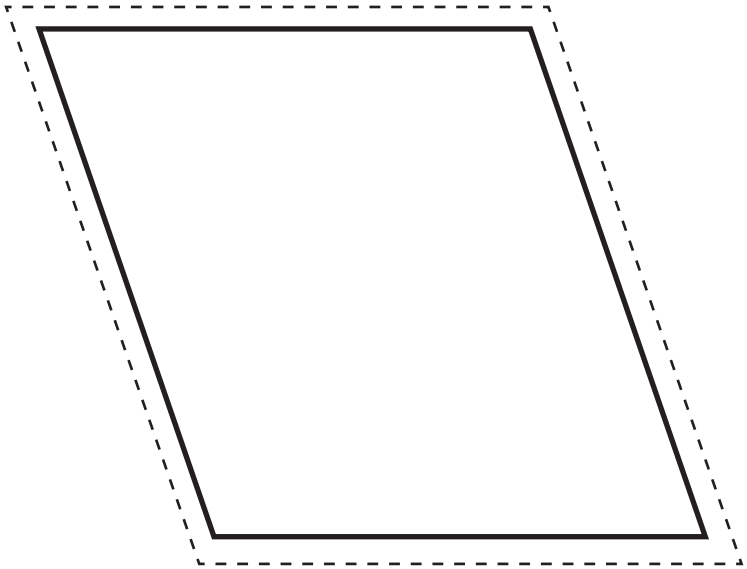
The two players take it in turns to create a design. The first player to reach 5 points is the winner.

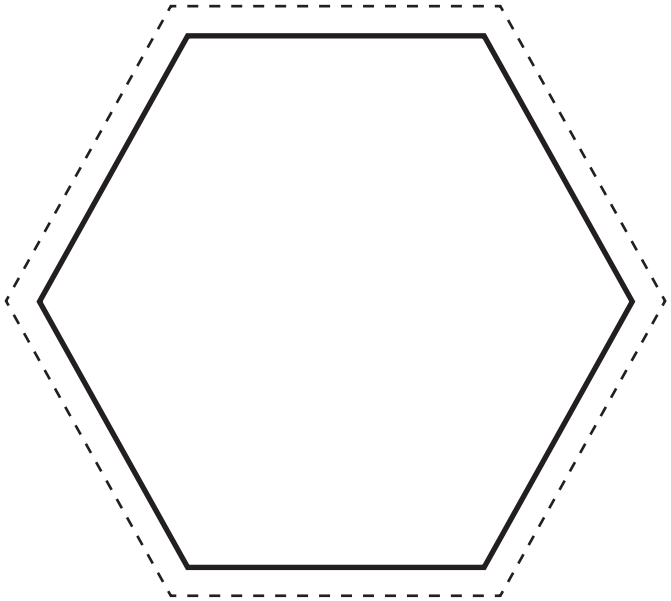


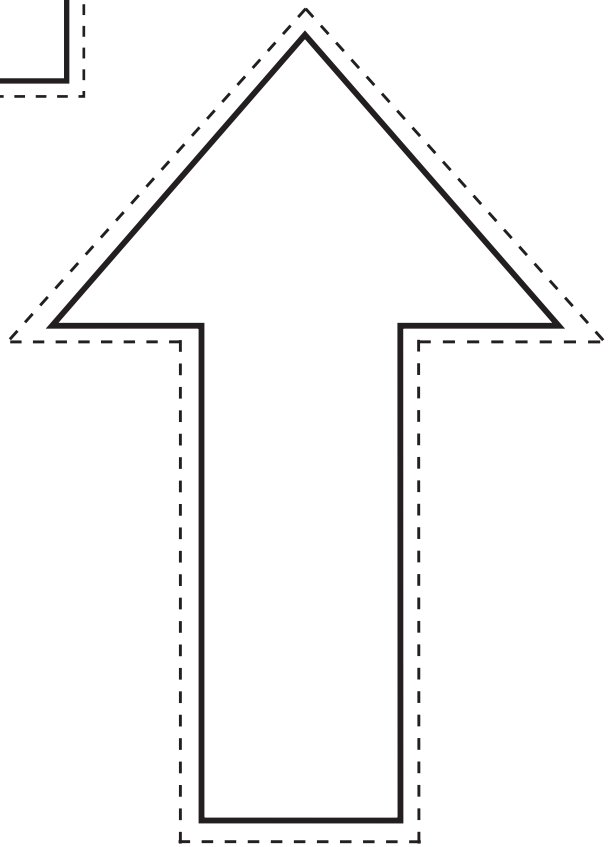
Lesson 4: Resource Sheet 1

Lesson 4: Resource Sheet 2

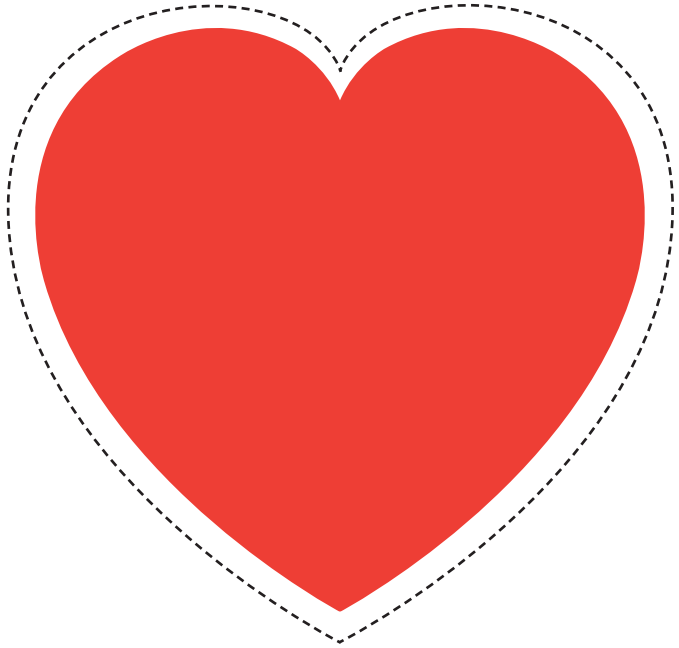








Lesson 4: Resource Sheet 3



Stage 1 Learning From Home PE Grid (Term 3 Week 10 and Term 4 Week 1)

Monday	Tuesday	Wednesday	Thursday	Friday
HIT Workout Play some of your favourite music whilst completing these HIT workouts. Cardio Workout Full Body Workout	**Minute to win it** Do each of the following exercises for one minute. Record how many of each you can do. Have a drink of water and repeat one more time. • Frog jumps • Sit ups • Push ups • Forward and backward jumps • 180 degree jumps • Mountain climbers • Star jumps • Lunges How long can you hold each of these positions for? Keep a record. • Wall sit • Plank • Left leg balance • Right leg balance	**Wheelie Wednesday** Today for your fitness, you must spend at least 10 minutes working out on something with wheels e.g bike, scooter, rollerblades/skates, skateboard.	**Minute to win it** Do each of the following exercises for one minute. Record how many of each you can do. Have a drink of water and repeat one more time. • Frog jumps • Sit ups • Push ups • Forward and backward jumps • 180 degree jumps • Mountain climbers • Star jumps • Lunges How long can you hold each of these positions for? Keep a record. • Wall sit • Plank • Left leg balance • Right leg balance	**Free Choice Fitness Friday** Choose a physical activity you love and make an effort to enjoy moving and increasing your heart rate when engaging in your activity of choice
Outside the House Monday Today, complete your fitness session outside of your home at either the local park or reserve. Go for a walk or run to the park and complete a couple of laps. For those who want a challenge, sprint for 30 seconds, walk for 30 seconds (repeat x 5	**Target Tuesday** Create some targets to throw at, kick at and shoot at. See how many times you can hit a target in 10 attempts. For each miss, x 5 squats/ sit-ups / push- ups / burpees. E.g 3 misses = 15 squats or 15 sit ups. Repeat 3 times!	**Wheelie Wednesday** Today for your fitness, you must spend at least 10 minutes working out on something with wheels e.g bike, scooter, rollerblades/skates, skateboard.	**Tough-it out 'Ten of Ten' Thursday** Choose 10 exercises. Do 10 reps of each exercise. Repeat 3-5 times with a 1 minute break in between!	**Free Choice Friday** Choose a physical activity you love and make an effort to enjoy moving and increasing your heart rate when engaging in your activity of choice.

FUN FRIDAY BINGO GRID

Choose a line of 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and try and share some pictures with your teacher and class of the fun things you got up to today.

Play a board game or card game with your family members.	 Take a photo of each thing you find as proof.	Go on a bush or beach walk.	List all the different colours you can see outside and tally how many items you see in each colour.	Hide some treasure and create a treasure map for someone in your family to follow.
Try and find an object for each letter of the alphabet around your house or outside.	Create an artwork in your driveway or on concrete using coloured chalk.	Make a tent or special fort in your lounge room. Ask if you can camp out in it for the night.	Play with your pet for 30minutes or take them for a walk.	Read a book for 20minutes or write your own story.
Make up a dance routine to your favourite song.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Collect some leaves, flowers, sticks, feathers and any other natural products and create an artwork with your collection.	Build an amazing Lego creation.	Do a painting or drawing of anything you choose.
Make brownies or cupcakes and deliver them to a neighbour with a nice message.	Do some cooking or baking or create your own unique sandwich filling.	Have a paper-plane flying competition.	Play your favourite music and dance around. Sing along to all the words and dress you if you like.	Have an online playdate with a friend using Zoom or Facetime.
Paint some rocks and create a kindness garden in your backyard.	Put on a puppet show or concert for your family members. You could use stuffed toys or figurines as the characters.	Go on a bug scavenger hunt around the yard. Take photos or draw any interesting bugs that you find.	If you own a tent, set it up outside and go camping with your family. Don't forget the marshmallows!	Create a course that includes at least 5 obstacles/challenges in your backyard, park or open area. See how quickly you can complete it.

FUN FRIDAY BINGO GRID

Choose 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and share some pictures of the things you do with your teacher and class.

Find a fun place to sit and read a book. Under the bed? Up a tree?	Create an artwork or model using only recycled materials.	Bake some biscuits, mini pizzas or cupcakes cakes	Have an online playdate with a friend using Zoom or Facetime.	**Scavenger Hunt** See if you can find: • a toy with wheels • 4 green things • something fuzzy • something you treasure • something noisy • something starting with T • a sphere • something bendy • something smelly
Create a Spoonville family in your garden 	Make a list of all of the things that you are grateful for. Could you show these on the petals of a flower drawing or the coloured stripes of a rainbow painting?	Dance! Put on your favourite song and dance along. You might be able to follow a dance-along version on YouTube.	Draw a self-portrait. Have your family suggest words to describe you. Write these around your picture.	
Make a certificate for a friend to celebrate one of their special qualities or an achievement	Create your own word search using words on the topic of food or cooking, then ask someone to complete it.	Design your ideal cupcake and draw it. Think about flavour, frosting and decorations.	Create a list of the rooms in your house and monitor how often the lights are used. Can you save electricity in any of them?	Enjoy a walk or a bike ride with your family.
Go on a 'senses walk' and think of all of the things that you can see, hear, smell and feel.	Conduct a food scrap and rubbish audit. Develop a plan to reduce the amount of rubbish going in the bin at your house.	Make a timeline to show the main events in your life and highlight when you achieved new things for the first time e.g. your first steps	Play a card or board game or do a jigsaw puzzle with your family.	Design and make a poster of all the ways we can look after the earth.
Make a scrapbook or a collage to show things that make you smile or things that you are proud of.	Make a cubby in your wardrobe, under your bed or in the backyard	Find an object for each letter of the alphabet in your kitchen.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Make a pop-up card for someone that you miss.